

THREE CHARACTER BUILDING BY USING COMIK WAYANG

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Abstract

In this period of AEC, some countries in Asia have to compete each other in many aspects such as; economy, education, professionalism and so on. Indonesia should be ready to participate in. The education has to create qualified student, actually in character building because self-character of student is still degraded. The big question of it is how, what and when? Here, I will answer the problem; what is able to increase self-character of student and when is it done?

The answer is we can use media creative and we can apply it from earlier student that is elementary school. Comic appears student's imagination where optimize the right brain by visualization (text, picture and color). In addition, I use electronic comic and combine with Traditional Javanese story based on wayang. The research is to find the new perspective of creative media and student's imagination by basic research, or to answer other questions practically by applied research. It is to show the effectiveness, student's response and evaluation of the developed creative comic.

Keywords: Comik, Creative Media, Character Building, Local Genius.

INTRODUCTION

The implementation of AEC (ASEAN Economic Community) 2015 brings positive and negative impact. For developing country, AEC 2015 opens opportunity for domestic and international development. By having clear procedures and professional development, AEC 2015 will face challenges for Indonesian economic development to be better. By opening the challenges for free trading in South East Asia, it is predicted that will force economy growth in Indonesia. The first, it stimulates the national income through export and import. The second, it unlocks the new industrialization which has been closed by monetary crisis since 1998. The third, it possibly optimizes the chance for professional to join in. the south-east Asia countries have approved the ASEAN VISION 2020, which together increase the human resources, economy, ecosystem, social, technology, intellectual property and world peace by mutual relationship and partnership.

The bad news is the China-ASEAN free trading 2010 brought the national industrialization collapsed. They were not able to compete the quantity production then decided to finish the labor contract massively. It created enormous unemployment in Indonesia, disturbed the social life and finally caused crime. Psychologically, Indonesia faces crisis in many sectors, such as: economy, social and education.

In education, it is moral degradation. The moral quality is still disappointed. It is shown many cases of crime in mass media. The students cannot show the confidence. They often do cheating anytime. In class for example, they do not believe their achievement. It is observed that is about mentality. According to Mulyasa (2006: 19) *bahwa pendidikan nasional dewasa ini sedang dihadapkan pada berbagai krisis yang perlu mendapat penanganan secepatnya, diantaranya berkaitan dengan masalah moral peserta didik*. He stated that the national education problem should be handled as soon as possible actually student's mentality and it is needed special treatment. The government said the same like other parents, they hope the changing for their children in next future. They wish the next generation has more developed, honest, integrated. Here, the government has also built the national curriculum which points out the self-character. They do it together with the stake holder to make a better change for future.

The next question is how we can apply the national curriculum, what should we create and when can it be applied? It is not easy to solve even the government continuously has been developing the formula. For example: giving education in early student in some text, poster or advertisement. However the response was not signified.

It is needed innovation in education, something optimized brain in long time period. Is according to Bobby Deporter (2002) which stated that to memorize something in long time, we can use color, song, picture and animation. DePorter and Hernacki then described (2004) that the function of quantum learning is to think positive, increase student's motivation, life skill, self-confident and succeed the target of learning. Quantum Teaching solves the student's problem through the necessary tool or media so that it makes student to understand.

Therefore, what the school do for the innovation is to strengthen the character building by using new creative media which creates imagination to optimize the student's memorize.

One of this creative media is comic. In the previous study which has been conducted the ways comics communicate (Carrier, 2000; McCloud, 1993); the effects of comics on children (Wertham, 1954); the potential for comics as an educational and literacy tool (Gower, 1995). Comic is ideologically interesting because it combines printed words and pictures in uncommon way. These characteristics become comics is the communicative one to convey information quickly.

The most popular tale in Indonesia is wayang. There is more than one version tale, such as Indians, Sundanese and Javanese. The research uses comic adapting Javanese wayang as base story. It conveys daily life naturally exposing the viewpoints among the characters. There are *Petruk, Bagong, Bima, Prince Duryudana, Sengkuni and Narada*. It uses *Bahasa Indonesia* with a certain common color, text and picture.

Character Building

Self-character consists of nature and life behavior; how to show an attitude, act and react. The self-character will not be created in short period and life behavior is always repeated continuously then it will build a culture. Therefore self-character can be shown by character education which brings the good way to act and react. Muhammad Rohman (2012) says,

Pendidikan karakter itu sendiri adalah suatu system penanaman nilai-nilai karakter yang meliputi komponen pengetahuan, kesadaran atau kemauan, dan tindakan untuk melaksanakan nilai-nilai tersebut. Dalam pendidikan karakter disekolah, semua komponen harus dilibatkan, termasuk komponen-komponen pendidikan itu sendiri yaitu isi kurikulum, proses pembelajaran dan penilaian, penanganan atau pengelolaan mata pelajaran, pengelolaan sekolah, pelaksanaan aktivitas atau kegiatan ekstrakurikuler, pemberdayaan sarana dan prasarana, pembiayaan, dan etos kerja seluruh warga sekolah.

David Elkind and Freddy Sweet (2012) says: “ Character education is the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within.”

From those statements, we can conclude the character education is education of moral value which has many aspects inside; *cognitive, feeling, action*. Someone will be smart emotionally if school apply systematically the character education. It is important to prepare the student's future because it will be easy if the student can understand how to behave and solve his/ her problem his/herself.

Character building is one of the aims in national education, point 3 *UU Sisdiknas* 2003. It is to develop student's potency; having good intelligent, attitude and moral value. In the framework of strengthening the character building, they should stand on some values; religion, *Pancasila*, local genius/ culture. To be (1) religious, (2) honest, (3) tolerant , (4) Disciplined, (5) hard-work, (6) Creative, (7) Autonomous, (8) Moderate, (9) Curious, (10) Nationalistic , (11) Patriotic, (12) appreciative, (13) Komunikatif, (14) Peaceful, (15) Reading-loveable, (16) Active in enviroentment, (17) active in social, & (18) responsible (Pusat Kurikulum, 2009).

Local wisdom

Rahyono (2009) says *kearifan local merupakan kecerdasan manusia yang dimiliki oleh kelompok etnis tertentu yang diperoleh melalui pengalaman masyarakat*. Koentjaraningrat (2009), the anthropologist has described the local genius consists on ideas, social activities and artifacts. Haryati (1989) said local genius is cultural identity and national characteristic. Ali Ridwan (2007), local genius is the applied norms in some society. The norms then become the guidance in the daily life. I can conclude that the local wisdom is created from society and will be the characteristic of them. It consist of ideas, social activities and artifacts. One of the products of local wisdom is folklore. It contains the philosophy and moral values.

Wayang

In Indonesia, *wayang* is the most popular tale, not only for children but also adult. In *wayang*, there are some characters which divided on two; good or bad. Here the research exposed some of them. The good one is *Bima, Petruk, Bagong*. The bad one is Prince *Duryudana* and *Sengkuni*. This is the short legend of the characters in Javanese version (*serat Ramayana*):

1. *Bima*, the son of Prince *Pandu* and *Kuntitalibrata*. He is the second of five brothers *Pandawa*. In his country, *Amarta*, *Bima* became one of the knights who keep fight up against the invader. He uses magical *SangkanParaningDumadi*, the weapon to destroy the enemies.
2. *Petruk*, He is *Semar*'s son in Law. Real father is a *Gandarwa* (monster), called King *Jajatma*. Once upon a time, King *Jajatma* wanted to be a human. In the same time *Sang HyangIsmaya*(angel) did so. The king was so worried if his son grew like him as monster. Then he sent his son to *Ismaya*. *Ismaya* soul entered to human body, called *Semar*. *Petruk* was taken care by *Semar*until grown up. So in *Petruk*'s, there are two characters; bad and good.
3. *Bagong*. *Bagong* is not an ordinary man. He is humble and has never thought about prosperity before. Nevertheless, one day, being bullied, he became so sad. He run away then met *Drupadi*, the wife of king *Drupada*. She told that she could lend the charming necklace *RobyongManikingWarih* and weapon *JamusKalimasada* to be the King *Jayapethakol*. So he changed to be king for a while.

Media

It is from Latin, means "mediator". Syaifuldan Aswan (2006), media is to convey some information. Sadiman (2008) adds *media adalah segala sesuatu yang dapat digunakan untuk menyalurkan pesan dari pengirim ke penerima sehingga dapat merangsang pikiran, perasaan, dan minat serta perhatian siswa sehingga proses belajar berjalan lancar*. Based on these statements, it can conclude media for learning is some tools to convey teacher's message to stimulate the mind, feeling, and student's interest.

Learning media shows text, graphic, picture, video, animation or audio. Based on previous research, the student's achievement increases if using learning media. In choosing learning media we must pay attention at some aspects; the learning purposeaccuracy, supporting material, easiness to access, teacher's skill and limitation time.

Comics

Comic is from French; *comique* means amusing or funny. As a noun means a clown. Indiria Maharsi (2010) *komik adalah tatanan gambar dan balon kata yang berurutan dalam sebuah buku*. Sudjana dan Rivai (2002) *komik sebagai bentuk kartun yang mengungkapkan karakter dan memerankan suatu cerita dalam urutan yang erat dihubungkan dengan gambar dan dirancang untuk memberikan hiburan kepada para pembaca*. So comics means the order of picture shows the characters that play some sequels to story. It conveys some messages and entertains the reader. Comics are also a visual communication which has a powerful influence to the reader. Comics must be communicative and entertaining. Now, comics in education are used for creative media related to some components for learning, because it is potential for comics as an educational and literacy tool (Gower, 1995). In the previous research, comic is able to influence someone (child or adult) to do something like imitating the character, changing the mind and so on.

RESEARCH METHODS

Target population and research context

The research employed the Pretest-Posttest Equivalent-Group Design, including a questionnaire for both groups. It is predicted that the comic story will have a positive effect on reading understanding. The subjects of this study are 40 Junior High School Students at a school in SMPIT UlulAlbab, Kabupaten Purworejo, Central Java, Indonesia. They consisted on twenty grade VII students from three different classes, ten grade VIII students, from three different classes and ten grade IX students from two different classes. The object is finding out the effectiveness of learning-teaching in class using media creative comics containing character building.

The design of the study consisted of two consecutive phases, as described below:

Phase 1

The researchers designed fully the storyboard of comic, which were wayang as a background story. The researchers took some characters as suitable as subject lesson in national curriculum. The researchers next consulted to several experts to make validation.

Phase 2

The researchers began to write the story map and focused on character building material; some values of traditionalistic in modern context. Here, the researchers needed to revise more than twice in order creating minimal failure.

Phase 3

In this phase, the researchers conducted the students to be participant. All participants were given the material based on textbook that the teacher usually used. While starting to learn, we focus on subject material, the researchers gave some yes/no questions and opened the discussion. In some other day the researchers asked some question for posttest.

Phase 4

In this phase, the participants were given information about *wayang*, in which the teacher told folklore for introduction and we focus on one character to other characters continuously. Then they were asked to confirm their understanding. Next, the teacher showed a creative comic, which is different story but same characters. It was mixed story and characters. The participants read it and answered some questions in an argumentative essay. After that they were discussed to work with their group. The researchers here asked one by one about this comic. The rule was they were not able to change the answer they had written in a paper. If yes, the student will fail the test. The last the researcher analyzed the data from oral and written (essay) test.

After administering the mid-test, the mid-questionnaire and mid-interviews, the researchers explained the difference between the conventional form and the new form of the technique.

Research design

It is used two research design;

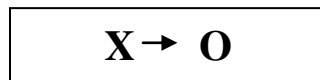
1. Designing creative media.
2. Observing the effectiveness of learning using media creative.

Designing creative media

The researcher used three steps; creating the goals of the character building, finding suitable characters then modifying the storyline.

Observing the effectiveness of learning using media creative

The study uses one-shout casestudy, A single group is studied at a single point in time after some treatment that is presumed to have caused change. The carefully studied single instance is compared to general expectations of what the case would have looked like had the treatment not occurred and to other events casually observed. No control or comparison group is employed.

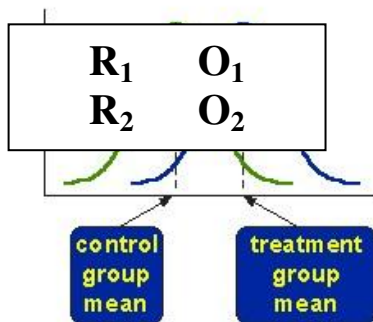


X : Treatment

O : post test

Design 2

it is used Posttest-Only Control Design.



R₁ : Treatment using media creative comic

O₁ : Post test using media creative comic

R₂ : Treatment without using media creative comic

O₂ : Post test without using media creative comic

Data Collection Method

The study found out such information from validated expert. There were two data; student's respond and post test. Analysis data were used t- test:

$$t_{obs} = \frac{(\overline{X}_1 - \overline{X}_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \sim t(v) \quad ; \quad v = \frac{(s_1^2/n_1 + s_2^2/n_2)^2}{\frac{(s_1^2/n_1)^2}{n_1 - 1} + \frac{(s_2^2/n_2)^2}{n_2 - 1}} \quad (\text{Budiyono, 2003: 151})$$

\overline{X}_1 : mean of experiment class

s_2^2 : variation of control class

\overline{X}_2 : mean of control class

n_1 : Total of experiment class

s_1^2 : variation of experiment class

n_2 : Total of control class

Results and Findings

Table 1. Finding goals of character building

No	Value	Description
1	Goodness	The goodness always win and the badness always lose.
2.	Positive character	The positive one can be negative or inversely depending on how person to behave.
3.	Grateful	The greed makes someone regret. So be grateful.

DISCUSSION

The study was divided into two research; designing the comic and effectiveness of using media in building character. The first study is about designing the comic. We can see the process in table 1-3. Table 1 is the process when the researchers select the suitable one for character building. It must be appropriated with the Javannese value. Then the researchers observe character to build. There are some popular characters in *wayang*; *Petuk*, *Bagong*, *Bima*, and so on. It is combined story to pay children's attention. The result is in table 2. It is found five leading characters; protagonist and antagonist and three supporting characters.

The researchers then make a storyline. It is in table 3. The comic is composed based on the storyline. In these phases the researchers develop the storyline by validation by some experts. It was three times to finish full story. Revising the final storyline, it is created the real

comic. In figure 1, it has been developed in four phases; drawing, scanning, reading and revising.

After creating comic, the researchers went to object of the research. The first, the researchers observed the understanding of character building, media and *wayang*. It was divided on two kind of question; written by questioner and oral by interview. They are ten questions about character building in national curriculum and the total student is 40. There are 10 students know about character building which is applied in national curriculum, 27 students do not know about it and 3 students did not answer it.

Going to next question, the researchers ask all about *wayang*. We can look at chart 2, there are some questions about the characters of *wayang* and its story; *petruk*, *bagong*, *bima*, and soo on. There are 23 students know well some characters and the story, 17 students do not know because they are not originally from Javanese, 21 students only know a character and 14 students do not answer it. It proves that most students in Javanese like *wayang*.

The following question is about media, but here the researchers do interview and ask how often they use projector in class and whether agree/ disagree to used projector in learning at class. In chart 3 shows there are 30 students agreed to use projector because it will help to understand the lesson, 7 students do not agree because it will waste much time and 3 students do not answer it. The last interview is about media for learning. The researchers use comic *wayang* and ask for their opinion. In chart 4, there are 38 students give appreciation in this media and one student answered no and one gives appreciation in media if using a usual textbook. It means most of them give positive respond for this media and it will stimulate the motivation in studying.

The last is posttest. Here researchers compare two posttest test A, posttest without using *wayang* as creative media and test B, using *wayang* as comic.

Test A

Score	Student	Mean
90	0	70,125
85	0	
80	2	
75	12	
70	17	
65	3	
60	6	

In test A shows students who got score 80 just 2 students, 75; 12 students, 70; 17 students, 65; 3 students, 60; 6 students. There was no student who got 85 up. The mean was 70.125

In test B,

Score	Student	Mean
90	5	78,125
85	2	
80	19	
75	2	
70	11	
65	1	

In test A shows student achieved significant score. Maximal score was 90, and minimal score was 60. The mean was 78.125. We can see in chart 5. the test A is better than B. It means this media is effective to motivate student to learn and it is hoped that by high motivation, they can build the strong character.

CONCLUSION

There are three character which build in from this story;

1. The goodness always win and the badness always lose. Everything which is bad will be ignored or replaced by the goodness. So humankind should do the best way.
2. The positive one can be negative or inversely depending on how person to behave. Everyone must have some obstacles in his/her live, he or her must face and solve the problem. And it will be the positive one as long as he/ she do the best one.

3. The greed makes someone regret. So be grateful. Something bad will make us shameful in the end.

The students who understand the moral value, in the end of the study, they are motivated to do better way and they want to be useful for another.

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